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Nations. (3) All inter-ally indebtedness should be immediately canceled. (4) The pressing needs of Europe for food and business revival should be met at once by an international loan under adequate security by some method of organization that will prevent graft in any sense. (5) Russia must be given a chance to get on her feet again as well as Germany, if for no other reason than to prevent the wider spread of chaos through a union of radically revolutionary forces in Central Europe.

C. J. BUSHNELL

TOLEDO UNIVERSITY

A National System of Education. By WALTER SCOTT ATHEARN.
New York: George H. Doran Co., 1920. Pp. 132. \$1.50.

This book should be read by everyone interested in the complete education of American youth. The author believes that America must have an American education which is thoroughly spiritual as well as technical. Because of the division of state and church, there is the necessity of both a public-school system and a religious-education system. The scheme for both the public education and the religious education is thoroughly worked out in this book. With wonderful clearness the author points out how the public schools first grew up spontaneously to meet parish needs; second, how they were copied after the German scheme, a scheme which was devised to dethrone democracy and enthrone subservience to autocracy; and third, how the public schools are gradually throwing off these shackles and developing an American system with democratic attitudes and ideals as the goal of education.

The author also graphically portrays the development of church education from the beginning of United States history, shows how it has been organized and promoted, and gives the scheme which he thinks will adequately serve the nation in this hour of great need.

The virile approach of this book is much enhanced by the graphic charts which picture the actual development of both the public-school system and the church-school systems.

J. A. ARTMAN

UNIVERSITY OF CHICAGO

Educational Sociology. By WILLIAM ESTABROOK CHANCELLOR.
New York: The Century Co., 1919. Pp. xii+422. \$2.25.

Chancellor has been known in the field of education for nearly a score of years as a very clever writer. Here in the field of sociology he is in his usual style: always original and often brilliant.

His system of social theory has little in common with any other that has ever been put into print. Part I, "Social Movements," comprises seventeen chapters, some with familiar titles such as "Public Opinion" and "Social Solidarity," but others with such novel headings as "Public Opinion in City and Country," "The Rules of the Game," "Social Gatherings," and "The Rise and Fall of the Individual Great Man." Part II, "Social Institutions," selects these twelve for a chapter each: state, property, family, church, school, occupation, charity, amusement, art, science, business, and war. Part III, "Social Measurement," has a chapter on "The Social Survey of a Community," but the other six chapters are rather a comparative study of institutions.

The title is misleading. Only two of the thirty-seven chapters treat of education, while the others rarely mention it or have any obvious connection with it. But every page bristles with epigrams or striking facts, so that one may dip into the book anywhere and become interested.

F. R. CLOW

STATE NORMAL SCHOOL
OSHKOSH, WIS.

Seventeenth-Century Life in the Country Parish, with Special Reference to Local Government. By ELEANOR TROTTER. Cambridge: Cambridge University Press, 1919. Pp. 242. 10s.

Students of England in the seventeenth century are accustomed to devote their attention largely to revolutionary movements and constitutional changes. Ultimately these have had a profound effect upon the whole Anglo-Saxon race. But, according to Miss Trotter, "the machinery for administration of the laws and the maintenance of peace was so decentralized that the life of the average man flowed on undisturbed."

The author does not give us an intimate picture of this "life of the average man," but she does outline in an interesting fashion the more formal aspects of parish life. Churchwardens, Anglican priest, overseers of the poor, petty constable, surveyor and justice of the peace are treated at some length, as are laborers and apprentices, rogues and vagabonds. A single chapter is devoted to the "social life of the village community."

One gathers from the whole discussion the hopeful view that, having weathered the seventeenth-century storm, the English-speaking world at least may survive the terrors of the twentieth century.

STUART A. QUEEN

SIMMONS COLLEGE